

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 FEB -5 PM 2:21</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div>
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Connally ISD	161921		
Vendor ID #	ESC Region #		
746003571	12		
Mailing address		City	State ZIP Code
200 Cadet Way		Waco	TX 76705-

Primary Contact

First name	M.I.	Last name	Title
Hermann		Pereira	ECHS Principal
Telephone #	Email address		FAX #
254-296-6764	hpereira@connally.org		254-412-5530

Secondary Contact

First name	M.I.	Last name	Title
Sara		Rudd	Community Director
Telephone #	Email address		FAX #
254-296-6764	srudd@connally.org		254-412-5530

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Wes		Holt	Superintendent
Telephone #	Email address		FAX #
254-294-6460	wholt@connally.org		254-412-5530

Signature (blue ink preferred)

Date signed

February 1, 2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 161921

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Connally Early High School with a focus on economically disadvantaged students enrolled in the Early College High School and dual enrollment students - grades 10, 11, and 12

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Connally Independent School District (CISD) is applying for the Technology Lending Program Grant (TLG) for the first time (*Priority Points*) because the district has been involved in a limited student technology lending program that has been funded from local funds and Instructional Materials Allotment Fund for the last two years. CISD's District Technology Committee (DTC) analyzed the impact that the district's technology program has made by examining teacher surveys, holding focus groups with students and parents, and analyzing student achievement. Although many benefits have been documented, the single most important benefit is that technology has allowed teachers to differentiate both in terms of how they teach and how the students are expected to demonstrate their learning. With technology available, teachers' assignments have become differentiated and individualized through the use of adaptive technology on a daily basis (*ESC 12 Assessment Report, 2017*). CISD has desperately tried to use every available dollar to provide technology for their students; however, limited funds have kept the district from meeting their goals outlined in the district and campus plans of providing lending devices to students and access to residences of students.

Development of Budget: In the spring 2017, the Superintendent began soliciting feedback from stakeholders in the school district and the community regarding a School Improvement Plan. The District Technology Committee (DTC) composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents developed a comprehensive community and district needs assessment. Once the TLG grant was announced this group provided guidance and insight during the planning stages and the development of this grant application by its members serving on various committees and deciding which campuses were most in need. However, there are not enough local funds or IMA funds to purchase lending devices needed. The budget committee, led by the District Technology Director, developed a comprehensive budget to provide: 1) technology devices that will provide access to digital content for students; 2) residential Internet access. Once this tentative budget was developed, it was presented to the entire DTC for input and approval.

Demographics of campuses related to the defined goals and purposes of the grant: CISD is suburban school district bordering Waco, Texas and serves 2,363 students. CISD serves the cities of Lacy Lakeview, Elm Mott, and parts of Waco with a population of over 6,000 residents of which **26%** are Hispanic and African American. Nearly **30%** do not speak English at home, **58%** of the region's working age populations do not have a high school diploma and only **23.6%** of the labor force has a bachelor's degree or higher (U.S. Census 2010). The median household income is **\$33,000** with **20%** below the poverty line. This area is characterized by extreme poverty. According to enrollment data Connally has a total student enrollment of **2,363** students. **34.4%** of the students are African American; **32.6%** Hispanic, and **28.4%** White. **76.9%** of the students in the district are defined as Economically Disadvantaged and **60.9%** are At Risk of dropping out of high school. **23%** of the students in CISD have been enrolled in at least one other school district during the year. Approximately, **30.8%** of the region's working age population do not have a high school diploma, and only **15.6%** of the labor force had a bachelor's degree or higher as compared to **34.2%** for Texas. Although these demographics look bleak, CISD has focused on the goals and purposes of the TLG by engaging students in meaningful learning supported by modern digital tools, relevant technologies, tools and resources for personalized learning.

Who Determines Needs Assessment Process: The District Technology Committee (DTC) composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents use needs assessment instruments, teacher, parent and student feedback, and the Texas STaR Chart to determine technology integration needs in relation to the District's Strategic Goals and Objectives. Specifically, the results obtained from the DTC's survey and data are used: 1) to track and measure progress in meeting the district's strategic goals; 2) to plan the implementation of new programs or services needed to meet goals; 3) to increase the efficiency of existing programs and to adjust programs to meet current needs; 4) to obtain feedback from all key stakeholders regarding needs.

Management Plan: The DTC recognizes that the effective administration and management of this program requires strong leadership skills, management experience, academic training and an understanding of disadvantaged communities. Given these essential characteristics, aptitudes and abilities, district administration will be provided by the

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TLG Project Director who is currently the ECHS Principal. This position provides the overall technology integration leadership for the district. To ensure that the program receives consistently high-quality management on a day-by-day basis, the oversight will be administered by the Technology Director.

Program Evaluation: Ongoing monitoring and continuous improvement will be ensured by the Project Director through the involvement of all stakeholders (campus principal, technology coordinators, curriculum coordinator and librarian) teachers, project staff, students and parents utilizing their experiences and suggestions to improve the effectiveness of the TLG. In particular, the Project Director will utilize formal validated evaluation instruments to assess the following indicators: **(1)** To what extent are the activities of the proposed program being implemented as planned? **(2)** Are the objectives of the proposed program being met and leading towards Target Tech Status (STaR Chart)? **(3)** To what degree has the TLG stimulated systemic changes in the teachers' and students' knowledge, skills, and practice as it relates to the STaR Chart and utilizing technology to improve the quality of education and academics? **(4)** To what degree has this 24/7 technology integration impacted student academic performance and achievement? **(5)** To what extent are online assessment tools effective in assisting teachers and students to gauge their own progress? **(6)** To what degree has the professional learning of administrators and principals motivated systemic alterations to practices as relates to teacher, student and parent support towards integration of technology? **(7)** To what extent has parent participation increased? This information will be collected on-going by the Project Director and reported monthly to the DCT. In addition, quarterly the DCT will meet to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery and content, of the program. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis to determine which continuous improvement mechanisms will be implemented, if needed. CISD agrees to collect and report data for the performance measures.

Statutory Requirements: Texas Education Code 32.201 authorizes the Texas Education Agency to implement the Technology Lending Grant. CISD has completely and accurately answered the requirements in the application. 1) CISD has described how it will use funds to enhance the ISD's technology lending program that loans students equipment necessary to access and use electronic instructional materials. 2) CISD has purchased lending equipment through Instructional Materials Allotment and local funds and has addressed in the TLG application how the equipment from all funding sources has been and will continue to be used in a cohesive manner to support efforts to ensure students have dedicated access to technology devices [TEC 32.301].

TEA Requirements: CISD has addressed the seven (7) TEA Program Requirements in the TLG in a thorough manner: a) aligns with CISD's existing mission and goals; b) a plan for providing Internet access to student residences; c) how the program aligns with the current curriculum and policies; d) the electronic instructional materials in one or more foundation curriculum subjects in one or more grade levels; e) a description of the adequate district infrastructure; f) how the grant will be administered on participating campuses including a description of how the check-out and check-in process will operate, who will oversee the process, and the process that will be used to maintain the technology lending equipment in proper working condition; g) how CISD accounts for the technology lending equipment.

Commitment to Goals of TLPG: There has been a huge commitment to the goals of the TLG as evidence by CISD's technology project and the fact that thousands of dollars in local funds have been dedicated to technology integration for students. 100% technology immersion has been a goal for CISD and the district's technology goals align perfectly with the TLG Project – 24/7 technology access for all students. Grant activities and funding is coordinated with state technology funds, Title III, State Comp Ed, Migrant, ESL, Rider 55 and e-rate funds. E-Rate pays 90% of all land and cell phone bills (local and long distance), T-1 bills, maintenance on the network hardware and internet access bills. CISD ensures that TLP funds will increase the level of service of mobile devices for students and not supplant or replace any existing service.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$600	\$	\$600
Schedule #9	Supplies and Materials (6300)	6300	\$48,033	\$	\$48,033
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
2.735% indirect costs (see note):			N/A	\$1,367	\$1,367
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$50,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$50,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$7,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 161921		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	User Plan for Hotspots (residential use)	\$600
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$600
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$600

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 161921		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$48,033
Grand total:		\$48,033

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 161921		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 161921			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds																
County-district number or vendor ID: 161921										Amendment # (for amendments only):						
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.																
Student Category	Student Number	Student Percentage	Comment													
Economically disadvantaged	175	70%	66% of the students on the campus are minority													
Limited English proficient (LEP)	54	46.5%														
Disciplinary placements	4	3%														
Attendance rate	NA	95.3%														
Annual dropout rate (Gr 9-12)	NA	1.8%														
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.																
School Type:		<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Open-Enrollment Charter				<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution		
Students																
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total		
											50	70	70	175		

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Schedule #13—Needs Assessment

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The economically disadvantaged students at Connally Career Tech Early College High School which is a part of Connally High School (a school within a school for grades 9-12) will be served by the TL grant. CISD continuously solicits feedback from its stakeholders as to the needs of the district in an organized and comprehensive manner. In order to ensure buy-in from all stakeholders the District Technology Committee (DTC) is composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents. This needs assessment process systematically reviews current practices, processes, and systems within CISD as well as examines and analyzes the state of current student achievement, and set goals for student achievement. The DTC is organized into committees with each focused on gathering and analyzing data. The committees determine which data should be collected to provide the most information regarding the strengths and needs of the district. The needs assessment became the tool that guided meaningful district and campus planning.

Process to identify and prioritize the needs of the campuses: A School Profile at each campus was created by collecting baseline or comparison data across multiple years to identify patterns, trends, strengths, and the needs of each campus. A full scan of each campus' technology environment provided information to be collected and analyzed for the needs assessment via the following activities:

- Individual and group interviews with the principal, assistant principal, counselor, teachers, parents and students (when age appropriate) regarding technology integration
- Pre-assessment survey feedback from stakeholders that included teachers, parents, and students
- The number of students who have access to technology devices at their campus
- The percent of economically disadvantaged students at each campus who have access to technology devices
- STAAR test scores and TPRI scores as well as benchmark assessments (aggregate for subgroups, dropout rates, student mobility, attendance rates, and graduation rates)
- Technology instruction issues were examined, including alignment with TEKS and STAAR
- Professional development needs of teachers were examined to determine teacher readiness for devices
- Ratio of technology devices to students needing devices on each campus

The DTC performed a "GAP" Analysis to check the actual performance of students. Another committee determined the current state of technology skills, knowledge, and abilities of teachers and staff members as well as organizational goals of teachers. By using multiple data sources to compare data, priority needs emerged. These priority needs assisted the DTC to make informed decisions that ensure that all students meet challenging academic standards, meet district and campus goals, and are prepared for post-secondary education.

- The "Gap" Analysis produced a large list of needs for staff training and development, organizational development, and student interventions. Next, the committee determined if the needs were real, if they were worth addressing, and their importance and urgency was detailed.
- Causes for student performance problems were identified based on reoccurring trends.
- Growth opportunities for staff were identified based on interviews with staff, surveys, and data collection
- The recommendations from the district technology committees were communicated to the entire DTC and the task of prioritizing the needs was done by the entire DTC over numerous meetings.
- It was determined that the students at **Connally Career Tech Early College High School** (a school within Connally High School) **would benefit most from the TLG**. These students have the opportunity to earn a high school diploma and an associate degree or up to 60 college hours and students currently do not have access to mobile devices that can be accessed 24/7.
- A timeline that included the description of the general prioritized steps and activities to be implemented was developed and disseminated to the campus regarding the grant implementation.

Schedule #13—Needs Assessment (cont.)**For TEA Use Only**

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is a need to increase equitable access of <u>lending technology and residential access</u> to the Internet for students enrolled in the Early College High School (CISD District Technology Plan), including economically disadvantaged and students with disabilities	<ul style="list-style-type: none"> • Provide priority structure for student access to technology • Implement policies to address the use of technology to support school and home use • Implement procedures to check-out and sue technology • Implement procedures to provide Internet access to students' homes
2.	There is a need to increase student academic achievement in core subject areas (ELA/reading; mathematics; science; social studies)	<ul style="list-style-type: none"> • Increase the access to relevant technology devices, tools, resources, and services for personalized learning 24/7 • Encourage teachers to incorporate innovative models of technology integration to meet the needs of students and prepare students for the next grade level • Incorporate new technology and electronic instructional materials in the core curriculum
3.	Increase digital learning for economically disadvantaged students through the use of mobile devices that can be used 24/7	<ul style="list-style-type: none"> • Individual technology devices will allow teachers the ability to present information to students in multiple formats and multiple media in lieu of traditional print instructional materials • Students with disabilities and ELL students will have multiple ways to express and demonstrate what they have learned thus providing multiple entry points to engage student interest. • Identify multiple methods of accessing curriculum and knowledge through technology
4.	There is a need to decrease the number of students at CHS who are required to take college remediation courses upon entering higher education (>50%) [<i>Texas Academic Performance Report</i>].	<ul style="list-style-type: none"> • The individual technology devices for students provides teachers the ability to work individually and collectively to examine outcomes-based achievement data, formative assessment measures of student performance, and students' work products, and to develop strategies for improvement based on this data. • Technology makes this data become meaningful to teachers so they can use the data for accelerated learning for students.
5.	There is a need to implement a technology lending program to loan economically disadvantaged students the equipment necessary for access and use of electronic instructional materials at their residences.	<ul style="list-style-type: none"> • Use instructional strategies that include student devices for learning at school and at home • Use of electronic instructional materials in lieu of traditional print instructional materials

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Schedule #14—Management Plan

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	TLG Project Director (PD)	Bachelor's Degree in Education or education related field; at least five year's experience in technology integration of mobile devices and curriculum; supervisory experience of medium teams; experience in fiscal/budget management, and data reporting.
2.	TLG Coordinator	Bachelor's Degree in Education or education related field; at least five year's experience in technology integration of mobile devices and curriculum; supervisory experience of medium teams
3.	Teachers	Bachelor's Degree in Education or education related field; Texas Teaching Certification; at least three year's experience in technology integration of mobile devices and curriculum

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase 10-12 th grade ED students' access to digital courses & tools to increase academic performance in core subjects through wireless devices	1. PD will meet with staff to explain the project expectations, procedures & timelines	05/01/18	08/01/19
		2. Purchase 175 mobile devices	05/15/18	05/31/18
		3. The DTC will establish a checkout & in procedure	05/10/18	05/25/18
		4. Issue mobile devices to students/hold orientation	08/21/18	09/28/18
		5. PD will continuously monitor project	05/01/18	08/31/19
2.	100% of teachers will utilize digital textbooks & materials in course content	1. Coordinator will visit classrooms to assist teachers with digital textbooks	09/04/18	05/24/19
		2. Core content teachers will work in PLCs to address digital textbook issues/concerns	09/04/18	05/24/19
		3. Teachers will work in PLCs to develop strategies for online instructional materials & content	09/04/18	05/24/19
3.	EOC scores will increase by 10% for Econ Disadvantaged & learning disabled students	1. Monitor Econ Disadvantaged & Learning Disabled students' progress	09/04/18	05/24/19
		2. Hold after school technology parent workshops	09/04/18	05/24/19
		3. Hold tutorials for students needing assistance	09/04/18	05/24/19
4.	The number of eligible Econ Disadvantaged students who have Internet access at their residence will increase.	1. Publicize all facilities in Connally & surrounding communities that provide free Wi-Fi	09/04/18	05/24/19
		2. Hold tutorials after school so students can use district Wifi free	09/04/18	05/24/19
		3. Work with families on a case-by-case basis to provide Internet home access	09/04/18	08/31/19
5.	Parent Involvement will increase by 20% for parents of students at Early College HS	1. Hold after school technology parent workshops	09/04/18	08/31/19
		2. Communicate with parents through emails, blogs, websites, social media	09/04/18	08/31/19
		3. Survey parents to gather information on program	05/01/19	05/20/19

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing monitoring and continuous improvement will be ensured by the Project Director through the involvement of all stakeholders, partners, collaborators, administrators (superintendent, technology coordinator, campus principal, librarian and counselor), teachers, project staff, students and parents utilizing their experiences and suggestions to improve the effectiveness of the proposed **TLG**. In particular, the Project Director, in coordination with the District Technology Committee (DTC) will utilize evaluation instruments to assess the following indicators: **(1)** to what extent are the activities of the proposed program being implemented as planned? **(2)** Are the objectives of the proposed program being met? **(3)** What is the quality and responsiveness of the digital textbooks, tools, and resources to meet the needs of the participants? **(4)** to what degree has the proposed program stimulated systemic changes in the teacher knowledge, skills, and practice as it relates to utilizing technology to improve the quality of education; **(5)** to what degree has this behavior impacted student achievement? **(6)** to what extent are online assessment tools effective in assisting teachers and students to gauge their own progress? and **(8)** to what extent has parent participation increased. Information will be collected on-going by the Project Director and reported monthly to project staff. In addition, monthly the DTC will meet to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery, content, and performance measures of the program. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis, based on which continuous improvement mechanisms will be implemented.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD has been on a journey to immerse the students and teachers in technology by providing all teachers and as many students as possible a wireless mobile computing device to ensure on-demand technology access at home and at school. The CISD technology immersion project was funded through local funding. CISD has implemented projects similar to this project. First, implementation was done with local funds at grades for grades 1st-8. These projects immersed teachers and students in technology, productivity, communication and presentation software as well as professional development and ongoing technical and pedagogical support. CISD received a Texas Literacy Initiative Grant in 2015 at included technology immersion and training for teachers. Current evaluations of the project showed an increase in student achievement and an increase in STAAR Chart scores for teachers who attended the training.

CISD will continue to coordinate efforts to maximize effectiveness of grant funds by using the extensive staff development that has been done through previous grants to make this project successful. Over the last 3 years, each CISD staff members have attended a minimum of 12 hours of technology training designed to assist staff in integrating technology effectively into classroom instruction. Implementing an effective Technology Lending Grant (TLG) as part of a well-designed technology plan requires support and buy-in from all stakeholders including school administrators and leaders at the district as well as the campus level. By participating in the TLP, administrators at both the district and campus level have agreed and committed to CISD **by signing a Letter of Commitment** stating that administrators including at the district level administrator, the principal at Connally High School and the principal at Connally Career Tech Early College High School campus will commit to the project's success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Number of 10-12 grade students who received a wireless mobile computing device through TLP	1.	Mobile Device check-in/check-out log
		2.	Increased EOC scores
		3.	Increase in the number of students using digital textbooks
2.	10% increase in courses and/or classrooms using digital content in lieu of textbooks	1.	Mobile Device check-in/check-out log
		2.	Increased EOC scores
		3.	Increase in the number of students using digital textbooks
3.	Percentage of students who have mastered grade-appropriate technical applications TEKS	1.	Digital resource reporting tools
		2.	Increased enrollment in STEM courses
		3.	Increase in student attendance rate by 1%
4.	10% increase in electronic communication between parents and teachers/administrators as evidence by email	1.	Reports of website visits
		2.	Reports of user login
		3.	Parent involvement report
5.	Increase in regular use of digital resources outside of the school day to extend learning	1.	Wi-Fi/hotspot usage report
		2.	Digital Resource Reporting
		3.	Increase the number of digital textbooks offered to students

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research has shown that such programs at the Education Achievement Authority of Michigan as well as the Mooresville School District of North Carolina (2017) are showing a direct correlation between marked increases in student achievement and well implemented technology lending programs. CISD expects the lending program for economically disadvantaged students to achieve similar results because of the coordination of parent and community support, quality digital resources, best practices in blending learning and the ability to connect students to learning outside the school 24/7. CISD will use grades, discipline records, feedback from stakeholders (students, parents and staff), RTI reports, and state test scores to evaluate the progress of the grant.

Criteria	Baseline Data	Anticipated Student Growth
EOC Reading	60% of Economically Disadvantaged students passed EOC reading (79% passing is State average)	Increased passing rates for Economically Disadvantaged Students passing EOC reading by 10%
Dual Credit Enrollment	11.8% of students are enrolled in Dual Credit ELA (16% is state average)	Increased the number of students enrolling in Dual Credit ELA by 15%
College Ready Designation	22.9% of students are defined as College Ready in both ELA and math (TAPR, 2016-17) where the state average is 38.7%	Increase in students defined as College Reading in both ELA and math by 10%
Grades	15% of students are failing either a math or reading class	100% of students will pass math or reading class by 11 th grade year
Discipline	Of the students targeted in this proposal have been in ISS or detention (out of the classroom)	Reduce the number of offenses of targeted students by 5% by 11 th grade.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Equipment Currently Available: CISD began a student technology lending program on a very limited scale through local funds with a goal of providing a mobile device to student for classroom projects and accelerated learning. During this time additional technology has been purchased through local funds and through an effort to make sure that CISD students have the most up-to-date technology available. CISD's technology plan outlines a plan for recycling mobile devices.

During the 2018-19 school year CISD anticipates purchasing **168 mobile devices** through TLG funds. This will allow for all economically disadvantaged students in grades 10-12 to have an updated individual mobile device that they can use 24/7 as well as additional devices to use as loaner to students if their device has technical problems. Student focus groups and surveys indicate that students feel handicapped in taking CTE classes because they do not have access to Internet at home and have to use a family cell phone and hotspot to do their homework and projects. Although the campus has adopted electronic instructional materials as a means of transforming learning and this can only be realized if all students have access to personal technology devices and the Internet outside of the school. Through TLG funds these students will have a 1:1 technology lending program and access to connectivity at their residence.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161921

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In deciding whether to apply for the TLG, the District Technology Committee (DTC) first examined the existing mission statement as well as the goals of the district to make sure that the two aligned. CISD's mission of preparing graduates for productive citizenship and life-long success and the district's goals of *"graduates will be academically prepared to complete a post-secondary educational program or enter the workforce in a highly skilled occupation and the district will increase educational delivery systems through the use of technology"* aligned perfectly with the intent of the TLG program. The DTC also examined the CISD Technology Plan (template attached) and the campus STaR Charts. The technology plan specifically supports the broader provision of digital access to content as well as human resources, and these goals align well with the district plan and the Technology Application TEKS proficiency. CISD's technology plan emphasizes the vital importance of learners using technology to make curriculum connections inside and outside the traditional classroom. The TLG concentrates on providing 24/7 access to students to technology as well as instructional materials-technological lesson extension activities relating to core content areas.

By expanding student and teacher access to TEKS-aligned curriculum content as well as emphasizing instructional tasks which require the creation of new synthesized knowledge products, students can be better engaged to realize high levels of student achievement. It is evident through the district and technology plans for the district that CISD recognizes that we are living in a rapidly changing, advanced technological society and it is the district's responsibility to support all staff and prepare all students with the technology skills necessary to be a successful, life-long learner:

- Each student will be competent in using information technology to be a successful, life-long learner.
- Information technology will be incorporated broadly into curricula and instructional practices to improve the educational program for all students.
- All school community learners, students and staff, will have access to information technology & support.
- Setting Technology goals, monitoring and evaluating our Technology plan on an ongoing basis is vital to our success.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161921

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The primary purpose of the the TLG proposal is to provide Internet access to students who qualify for the free/reduced lunch program and do not have Internet access at home. The funds in this proposal would address the 10-12th grade students who attend Connally High School's Connally Career Tech Early College High School and have been identified as not having Internet access at home, participate in the free/reduced lunch program as well as Economically Disadvantaged students enrolled in Dual Credit courses (175 students). Over half of the students live in apartment complexes where this project will provide "hot spots" in common areas.

As CISD administrators and technology staff were initially investigating the one-to-one mobile device initiative, the concern for providing Internet access to homes of students was a concern. Knowing that there is a population of students who have problems accessing the Internet, the DTC extensively investigated Internet access to students' homes by surveying parents and students as well as input from community and staff members.

CISD's will continue to publicize all facilities in communities served by CISD and surrounding communities that provide free Wi-Fi access. This is currently being done through brochures, on the school website, at parent meetings, and signs displayed around the town and community. CISD also provides after school tutorials and homework assistance so students can have a safe environment to use their mobile devices and receive tutoring. If a student does not have Internet access, CISD will work directly with the student and their parents on a case-by-case basis to determine the best way to provide the student with home access. The district is fully aware that it may need to contract with a 3G/4G data provider in order for the mobile devices to access the Internet while the student is home.

CISD understands that equipment purchased with the TLG funds is the property of CISD.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161921

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TLG aligns perfectly with the current curriculum, instruction, and classroom management policies on the campuses at LV ISD. At the beginning of the one-to-one initiative, CISD's District Technology Committee developed a local curriculum framework. The goal of the committee was to develop a standards-based curriculum that would increase student learning and promote higher student achievement. CISD has revised the curriculum to embrace project based learning strategies as well as methods for ongoing, authentic assessment. The purpose of the curriculum redesign was to utilize one-to-one technology to expand opportunities for students and teachers. The curriculum redesign integrated the use of technology as a regular part of daily classroom instruction and aligned the Texas Essential Knowledge and Skills (TEKS) so that students will be engaged in project-based, collaborative activities through software tools such as online learning environments and learning management systems as well as a Wikis. Technology tools are consistently used by teachers and students not only to access and consume information, but to permit students to create, communicate, and collaborate with others as they create a digital portfolio of online work that represents their knowledge, skills, abilities, and dispositions. The revised curriculum provided course pacing so individual students may work as quickly or as slowly as they need. Some students work independently; others need to work directly with the teacher. Through collaboration and coaching from the technology specialists, students have become more self-directed, independent learners. Where instruction previously was primarily didactic and textbook focused, instruction has become more interactive with students taking a more engaged, pro-active role in their learning. Although classroom management policies have been revised to include student management of digital devices, the 425 Discipline Action Data Report from PEIMS documents that referrals outside the classroom for discipline actions has decreased by 2% over the last two years. Using technology involves students in the learning process so students become active in the learning process instead of passive listeners. Project based learning is a creative process and using technology has reduced discipline problems and has allowed students to take ownership of their work. Since our students are empowered to find their own answers, the learning process becomes much more interesting.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD has adopted and will be using digital content during the timeframe of this grant and beyond for the following grade levels and foundation subject areas:

10 th Grade	11 th Grade	12 th Grade
Core Subject Area Digital Textbooks	Core Subject Area Digital Textbooks	Core Subject Area Digital Textbooks
PEG Digital Writing System	PEG Digital Writing System	PEG Digital Writing System
APEX Accelerated Learning System	APEX Accelerated Learning System	APEX Accelerated Learning System
Google Classroom	Google Classroom	Google Classroom

Minutes from the IMA meetings as well as documentation from the Textbook Division of TEA document that CISD has adopted the digital textbooks mentioned above. The DTC examined school improvement efforts of the last decade and concluded that the narrow, piecemeal attempts made in the past to improve CISD schools lacked the fundamental supportive cultures and conditions necessary for achieving significant gains in teaching and learning. Too often teachers worked in their own isolated classrooms, struggling with the needs of challenging students, lacking the productive interaction with colleagues, and were often overwhelmed with the implementation of electronic instructional materials into the instructional curriculum. Even after staff development and training, CISD has pockets of teachers (some new to the district) that remain ill-prepared and lack the skills to challenge students by offering high-quality intellectual learning tasks through electronic instructional materials. To address these issues, CISD has created an online professional learning community (PLC) composed of teachers and students. The online PLC enables educators to improve their use of electronic instructional materials and strategies and learn to become more effective in interacting meaningfully with students through the electronic instructional environment. In addition, communications technology such as emails, videoconferencing, and the online learning platforms have provide promising opportunities for collaborative learning environments for teachers in which they can: 1) reflect on practice with colleagues and experts; 2) share expertise in a distributed knowledge framework, and 3) build a common understanding of new instructional approaches, standards, and curriculum associated with online learning environment.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161921

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at the Early College High School.

Currently, the campus has high-speed fiber connections terminating at the central facility and (90 Mbs) DS3 Telecommunication line going out from the core (PDC) to the ISP. Three non-instructional sites are connected by wireless connections; the rest connect to the PDC by fiber. The campus has a Main Distribution Frame (MDF) which is equipped with a Cisco Catalyst core switch and from 3 to 12 intermediate distribution Facilities (IDFs). The hardware varies in the IDFs (Cisco Catalyst 2948, 3548, 3524, 4003, 4006 and 4507). The campus has computer labs; all offices have Internet access.

The teachers have become well-prepared for the use of technology. All of the teachers who work in the Early College High School have participated in high level technology staff development and training through small group and one-to-one instruction. Teachers are familiar and use digital curriculum and textbook projects. Over the last year the training for teachers has revolved around a "need to know" type of training where teacher attended technology academies geared to their specific core subject area. Teachers spend at least 2 hours each week in developing technology integrated lessons in their core subject areas through grade level and subject area meetings. This is possible because of the infrastructure and teacher hardware and software.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161921

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Grant will be administered using non-grant funds and CISD assures there will be adequate staff to administer the program and ensure successful implementation. The TLG will be administered using non-grant funds. The TLG Project Director (PD) will oversee the implementation of the grant. The PD will be responsible for purchasing devices and accessories and insuring the equipment. The Librarian will be responsible for accounting for all equipment, installing software, and organizing the "Roll Out". The PD will lead the mandatory "Orientation" for parents and students. Parents and students must sign the Computer Protection plan and a Student Pledge documents before the device can be issued. In addition, prior to receiving their devices students must also demonstrate they are competent in Digital Citizenship by taking a short test to access their knowledge on the societal demands of increased use of online technology through communication and collaboration, critical thinking, problem solving and decision making as well as how promote positive digital citizenship. Since students will have their own device to be used for 24/7 access, classroom teachers will not have to coordinate computer check-in or check-out. Students will retain their original device each year while they are enrolled. The technology coordinator will collect student devices at the end of the year for maintenance, cleaning, and software installation. Students will bring their devices to all classes, unless specifically instructed not to do so by their teacher. However, there are a few instances where students will have to check in and check out their device on a daily basis. A very small percentage of students (less than 1%) have parents who do not wish for the student to bring their devices home after school hours. These parents have personally visited with the administration and completed the necessary paperwork. These students check out their device and return the device at the end of the day. Also, a very small percentage of students (less than .05%) will break their issued device more than one time. If it is deemed that these students are being irresponsible with the equipment, they are required to check in and check out the equipment on a daily basis or use devices provided in each classroom for students to use. However, in all of these cases, the check in and check out is done by the Librarian, not the classroom teachers. The procedures for maintenance of the technology lending equipment are outlined in the Technology User policy. In addition, this application does not contain any information protected by FERPA.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD assures that all technology lending equipment will be accounted for in accordance with district policy. According to Connally ISD Board Policy (CMB Legal) the District conducts an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered to the District. The results of the inventory shall be recorded in the District's files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost. 19 TAC 66.107(a). The accounting of the technology lending equipment will be entered into the Follett Asset Management System – Destiny Suite, CISD's centralized asset management that typically accounts for all equipment in the district. Once the equipment is ordered and received, the CHS Librarian will assign a tracking number to each piece of equipment through a barcode system. The asset management system keeps a record of all CISD technology equipment. The system also holds details of service schedules, maintenance records, and other information needed on each piece of equipment. CISD believes that this is an efficient and effective way to keep track of when equipment need to be replaced, fixed, or maintained. In addition, it can be extremely valuable in case of an emergency. CISD provides and will continue to provide insurance for technology equipment including all mobile devices on loan to students. CISD also understands that these grant funds cannot be used to replace lost, stolen, or damaged equipment.

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